



HIED News

UALR Higher Education

November 2011

Upcoming Events

- The 2011 ASHE Conference will be held in Charlotte, North Carolina **November 16-19**
- **HIED Quals Orientation** The orientation meeting for the Spring, 2012 HIED Qualifying Examinations will be held on **Friday, December 2** from 3-5 in DH 408
- **Spring, 2012 HIED written qualifying exams** will be held on **Saturday, February 11** from 1-5pm, **Friday, February 17** from 1-5pm, and **Saturday, February 18** during 9am-12noon and 1-4pm, location TBA
- The 2012 AERA Annual Meeting will be held in Vancouver, British Columbia, Canada **April 13-17**

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Student Loan Forgiveness

Education loans are the primary source of federal student aid today. Among students who earned graduate degrees in 2007-08, 26% had no education debt at all and another 14% had undergraduate debt but no graduate school debt. However, 7% had borrowed \$80,000 or more for graduate school and another 5% had borrowed between \$60,000 and \$79,999. *Source: The College Board, Trends in Student Aid, 2011*

Policymakers are now listening to the masses who

have accumulated debt and they may be eligible for reduced payments and loan forgiveness.

With the Income Based Repayment (IBR) and Public Service Loan Forgiveness (PSLF), repayments may become more manageable and loans may be forgiven after 10 years of eligible payments and employment as a teacher or employee in government or at a nonprofit (501(c)(3)) organization.

The IBR info website at <http://ibrinfo.org/> has in-

formation on the programs, videos, updated loan information, and an IBR calculator.

Stay tuned to the news and legislators who are trying to make student loan debt eligible for bankruptcy.

Learn more about student debt

The National Postsecondary Student Aid Study examines the characteristics of students with special focus on how they finance their education.

<http://nces.ed.gov/surveys/npsas/>

UALR Campus Construction

If you haven't been on campus in a while, then you could be surprised at the progress. You also might have to find a new favorite parking spot. Beginning Spring 2011 until Spring 2012, a new Student Services One Stop Center is being built lo-

cated adjacent to the Ottenheimer Library and adjoining the Donaghey Student Center by skywalk, the building will house Administration, Admissions & Financial Aid, Records & Registration, Student Accounts and Cashiers Office, University College, Private

Scholarships, Disability Services, Veteran Affairs, and Transfer Services. The building will include a 205-seat auditorium.

For more information on other construction projects and parking information go to <http://ualr.edu/construction/>



Dr. Vander Putten and HIED students share ideas.

Dr. John Kuykendall studied under George Kuh, Edward St. John, and Don Hossler as well as many other distinguished scholars at Indiana University



HIED Research Featured in the Chronicle of Higher Education

Research by HIED alumnae Dr. Leah Wilkinson and HIED Associate Professor Jim Vander Putten was featured in the April 4, 2011 issue of the Chronicle of Higher Education.

The article titled “For New Ph.D.’s Who Must Lower Their Sights, Some Lessons From an Earlier Generation” featured Wilkinson and Vander Putten’s research on senior Humanities faculty careers.

Did you know?

At the master’s degree level in 2008-09, the greatest numbers of degrees were conferred in the fields of education (179,000) and business (168,000). At the doctor’s degree level, the greatest number of degrees were conferred in the fields of health professions and related clinical sciences (12,100); education (9,000); engineering (7,900); biological and biomedical sciences (7,000); psychology (5,500); and physical sciences (5,000).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2011) *Digest of Education Statistics, 2010* (NCES 2010-015), Chapter 3.

HIED Faculty Updates

Dr. Greg Barrett coordinates the Administration concentration of UALR’s Higher Education Doctoral Program

Dr. Mark Fincher teaches in the areas of strategy two-year college leadership. His research interests center in strategy, economic development through higher education, and the education of working adult students.

Dr. John Kuykendall is responsible for coordinating the Master’s program in College Student Affairs and serves as the content expert for the doctoral concentration in Student Affairs Administration. Dr. Kuykendall’s dissertation research focused on the effects of college major choice for diverse students and the impact that major choice has on student persistence, particularly among African Americans.

His current research interests include: 1) college access for diverse populations; 2) student involvement and retention; 3) pre-college experiences of high school students who want to pursue science, technology, engineering, and mathematics (STEM) fields; and 4) the persistence of diverse graduate students toward the achievement of a doctoral degree.

Dr. Jim Vander Putten coordinates the Faculty Leadership concentration of the UALR Higher Education Doctoral program.

Factors Affecting Persistence of Non-Traditional Students Enrolled in Two-Year Colleges

Author: **Lisa Oden**

Chair: Jim Vander Putten, Committee Members: Amanda Nolen, John Kuykendall, and Reginald Cooper

About half of the students currently in public postsecondary institutions are enrolled in two-year colleges; and, 50 percent of those students are classified as non-traditional. In spite of this large proportion of non-traditional-aged students, little research has been conducted concerning persistence among this group. The purpose of the study was to test the applicability of Bean and Metzner's theoretical model on persistence for non-traditional students in two-year colleges using three different measures of persistence: (a) academic outcomes (b) intent to leave from year one to year two, and (c) graduation with an associates' degree within the three-year framework of the study.

Data for this study were taken from the 2004-06 Beginning Postsecondary Students (BPS:04/06) longitudinal study. Two-year non-traditional students (N=1500) served as the sample of the study. The research questions were based on the origi-

nal model and were analyzed using multiple linear regression, using forward loading and pairwise elimination.

Five major findings of the study were observed: (a) Background variables had the largest effect on two dependent variables: GPA, $R^2 = .058$, $p < .001$, and intent to leave, $R^2 = .174$, $p < .001$; (b) Age had the greatest effect of any single variable on GPA, $R^2 = .031$, $p < .01$, with race adding 2.7%, $p < .01$; (c) The student's educational goals accounted for 14.0%, $p < .001$, of the variance in the highest degree expected, with age adding 3.4%, $p < .001$; (d) The data analysis identified three variables that have approximately equal effects on obtaining an associate's degree: The academic factor of attendance pattern, $R^2 = .031$, $p < .01$; the environmental factor of aid exceeding federal need, $R^2 = .036$, $p < .05$; and the background factor of initial attendance tendency, $R^2 = .026$, $p < .01$; (e) Social integration had no significant effect on any of the three outcome measures, $p > .05$.

Did you know?

The HIED faculty has an updated guide for HIED dissertations.

Contact your advisor for a copy.

2010—2011 Academic Year Dissertations

Lisa M. Oden, "Factors affecting persistence of non-traditional students enrolled in two-year colleges" (Advisor: Jim Vander Putten)

Evelyn E. Winston, "IT governance as an institutionalized organizational response in higher education : case studies of three public universities in the United States" (Advisor: T. Gregory Barrett)

Sonya L. Russ, "Learning communities versus traditional courses : which promotes the highest levels of student persistence, achievement, and integration?" (Advisor: Mark Fincher)

Melissa M. Hawkins, "Influences on the commitment to and focus of community engagement at colleges and universities : a multiple-case study" (Advisor: T. Gregory Barrett)

Henry T. Smiley, "She's leaving home : the effect of college experiences on homeschooled students" (Advisor: Jim Vander Putten)

Angela L. Kremers, "The effect of advanced placement and concurrent enrollment on post secondary math achievement" (Advisor: Amanda Nolen)

Natalya V. Boureiko, "Factors influencing the academic success of second generation immigrant college students" (Advisor: Jim Vander Putten)

Claudia M. Griffin, "Retention and graduation of Hispanics in American community colleges " (Advisor: Diane Gilleland)

Linus C. Ukomadu, "International students' transition and adjustment to American higher education: Issues and challenges for Nigerian students" (Advisor: T. Gregory Barrett, John Kuykendall)

HIED Student Highlights

Stan Ellis, Ed.D student, will make a presentation titled 'The Talented Tenth Revisited: Socialization and Retention for Black Junior Faculty at HBCUs' at the Association for the Study of Higher Education (ASHE) conference in November.

Amy Baldwin Ed.D student, has been named project director for the state of Arkansas's Complete College America grant. Arkansas is one of only 10 states that received the \$1 million grants, and she will oversee the work of 9 Arkansas institutions as they complete their CCA goals.

Lea Mabry, Ed.D student received an Arkansas Council for Women in Higher Education (ACWHE) Scholarship while she completes her dissertation.

Melissa Hawkins, Ed.D. student will present a paper titled "Influences on the Commitment to and Focus of Community Engagement at Colleges and Universities" at the 2012 AERA annual meeting. The paper was selected from over 11,000 submissions

HIED Program Spotlight M.A. in College Student Affairs

The mission of the program is to provide entry level professional development to qualified individuals who have special interest in college students and the higher educational environments that affect their development.

In addition, this program enables working professionals to increase their skills, knowledge, and abilities to compete for professional positions of increasing responsibility and scope.

Program graduates are prepared to assume professional roles as coordinators, directors and assistant directors in such specialty areas as academic advising centers, admissions, financial aid, career services, disability offices, Greek affairs, judicial affairs, international student programs, minority affairs, orientation programs, offices of residence life, student life/activities offices, and offices of alumni affairs.

Would you like more information? Go to the College of Education website <http://ualr.edu/coe/>

Finding HIED Dissertations and Theses

UALR Thesis and Dissertations are kept at the UALR Library on the Second Floor in Special Collections. They cannot be checked out, however you can find electronic copies of the books online through the library. To see a list of theses and dissertations you can go to the **Books & more** search from the UALR Ottenheimer Library.

Remember to keep up to date on all of your UALR log ins and passwords. You can change the settings in BOSS for all of your log in information.

University of Arkansas at Little Rock Dept. of Educational Leadership will be listed as an author so this can be used to start your search.

To view a list of theses and dissertations, their abstracts, and to download an electronic copy, go to the **Articles and Databases** page and select the letter "D" to skip down the list to select the **Dissertations and Theses** database. Once here you can search by title, author, advisor, and much more.